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ABSTRACT

A collaborative study was conducted by representatives of the Prince George's Chamber of Commerce, the University of Maryland University College, and Prince George's Community College to identify the training and professional development activities most desired by county business leaders. Surveys were mailed to 5,000 of the 15,125 businesses located in Prince George's County, requesting information on the types of management and employee development training most needed, the businesses' present involvement in formal training programs, the preferred format for training, and ways in which educational institutions could promote business success in the county. Study findings, based on responses from 182 businesses, included the following: (1) nearly 60% of the responding firms indicated that their employees had participated in some form of formal education or training within the last year; (2) though only 37% of the respondents had formal in-house training programs, over 60% indicated a willingness to financially support employee professional development; (3) employee skills most in need of improvement were oral communication, interpersonal relations, and writing, with a majority of the respondents indicating a strong need for training in each of these areas; and (4) the most favored format for training was open-enrollment courses offered weekday evenings at college campuses or centers. The survey instrument and responses to open-ended questionnaires are included in the report. (EJV)

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ENSCAN88

Market Analysis

PRINCE GEORGE'S COUNTY

BUSINESS TRAINING

NEEDS ASSESSMENT

Market Analysis

Report MA88-4

Office of Institutional Research and Analysis

Prince George's Community College

Craig Clagett - Director

January 1988

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PRINCE GEORGE'S COMMUNITY COLLEGE
Office of Institutional Research and Analysis

ASSESSMENT OF COUNTY BUSINESS TRAINING NEEDS
ENSCAN88 Market Analysis MA88-4
January 1988

Introduction

Postsecondary educational institutions play an important role in supporting economic development. Prince George's County has experienced somewhat of an economic renaissance in recent years, spurred in part by the priority project program of the quasi-private Prince George's Economic Development Corporation. The Prince George's Chamber of Commerce, anxious to assist county business development, initiated discussions leading to a collaborative project to assess employee educational and training needs. Representatives from the Chamber of Commerce, University of Maryland University College, and Prince George's Community College met several times over the summer of 1987 to plan a survey of county businesses aimed at identifying the training and professional development activities desired most by county business leaders. This report describes the genesis and findings of this collaborative project.

How Many Businesses in the County?

An initial concern in the design of this study was ascertaining the number of businesses operating in Prince George's County. One source, based on universe files and thus not subject to sampling error, was County Business Patterns. This annual publication of the U.S. Bureau of the Census presents data on number of establishments, total employment, and payroll on an establishment basis, classified by the principal economic activity at each individual location. An establishment is defined as a single physical location where business is conducted or where services or industrial operations are performed. Each location of a multilocation firm active during the year (presence of payroll in any quarter) is counted as an establishment. All wage and salary employment covered by FICA is included; employment totally exempt from FICA --primarily government and self-employed workers--is excluded. Establishment size designations are measured by paid employment in the pay period including March 12th. The federal Standard Industrial Classification (SIC) is used to categorize firms by principal economic activity. Unclassified establishments, typically new businesses, include establishments that cannot be classified in any major industry group due to insufficient information.

According to the 1984 edition of County Business Patterns, a total of 11,592 establishments were operating in Prince George's County. These locations employed 187,838 workers. (An additional 21,905 civilian federal employees were working in the county. For security reasons, employees of the CIA, NSA, and FBI were excluded from this total.) Most establishments had few employees; 45 percent (5,192) had four or less. Two-thirds of all employment locations had fewer than ten employees.

The mailing file used in this survey provided a more recent breakout of county businesses. According to the mailing list provided by Dunhill Mailing Lists, a total of 15,125 business locations were active in Prince George's County in 1987. The basic source of the data was non-residential phone listings, supplemented by several file overlays to provide an up-to-date and informative data set. Dunhill guaranteed that no part of the file was more than a year old. The fifteen thousand figure included each location of firms with multiple sites in the county. Retail trade, services, professional services (health, legal, educational, etc.), and construction firms were most populous on both the 1984 and 1987 lists:

PRINCE GEORGE'S COUNTY BUSINESSES
By Standard Industrial Classification

SIC Code	Industry	County Business Patterns (1984)	Dunhill Mailing List (1987)
01-09	Agriculture	138	215
10-14	Mining	13	28
15-17	Construction	1,336	1,739
18-39	Manufacturing	393	756
40-49	Utilities, transp.	286	437
50-51	Wholesale trade	760	1,508
52-59	Retail trade	3,244	4,449
60-69	Fin., Ins., R.E.	912	1,445
70-79	Services	1,762	3,704
80-89	Professions	2,039	3,159
	Unclassified	709	

The Dunhill listings by industry group total more than the fifteen thousand because some businesses list themselves under more than one SIC code.

Methodology

Because the resources the three collaborating institutions had available for this project were limited, a one-shot mail survey was conducted rather than a more expensive research design employing telephone interviewing. The time frame precluded a follow-up mailing to nonrespondents. Using this less-than-desirable research design, the research team hoped for a ten percent return. A sample size of 5,000 was chosen in anticipation of 500 usable responses. The large mailing was also valued for its marketing benefits; even nonrespondents would be alerted to the eagerness of the three institutions to serve their employee training needs.

Part of University College's contribution to the project was to administer the actual mailout of the survey. Working with their customary mailing house, UMUC selected the mailing list of Prince George's County businesses available from Dunhill discussed above. According to this listing, the vast majority of business locations in the county employed fewer than ten people. (Two-thirds of the businesses in the 1984 County Business Patterns, which excluded the self-employed, had fewer than ten employees.) Because the research team wanted to analyze the survey responses by size of firm, all locations with ten or more employees were included in the sample, with the balance randomly selected from those with fewer than ten:

Business Size (Number of Employees)	Number in Population	Number in Sample
0 - 9	14,634	4,509
10 - 49	272	272
50 - 99	84	84
100 - 249	89	89
250 - 499	23	23
500 - 999	8	8
1,000 & more	15	15
Totals	15,125	5,000

(SOURCE: Dunhill Mailing Lists)

The PGCC Office of Institutional Research and Analysis oversaw development of the survey questionnaire. The basic research questions guiding instrument design were:

1. What types of management and employee development training are most needed by county businesses?

2. To what extent are county businesses already involved in formal training programs?

3. What is the preferred format for training?

4. What can local educational institutions do to promote business success in the county?

5. Do the responses to the above questions vary by firm size or industry?

The final four-page questionnaire contained 17 questions and was prepared for printing in booklet form using Ventura Publisher desktop publishing software. (The survey questionnaire, and Chamber of Commerce cover letter, are appended.)

Limitations

A total of 182 businesses had responded to the survey by the time analysis commenced. This response rate of about four percent raised questions about how representative the respondents were of the population of businesses in the county. Significance tests were run which indicated that the respondents, in terms of size and industrial classification, were not what would have been expected by chance. Respondents with more employees were more likely to have responded than those with smaller workforces, even after adjusting for the sampling procedure. The pattern of respondents by industry was also biased, with construction firms overrepresented and retail firms underrepresented. The profile of respondent characteristics, included in the appendix, suggests that firms new to the county may also be underrepresented. (Because population data were unavailable, significance tests were not run on this variable.) While the respondents were a diverse group, generalizations of the findings of this study to the larger population of all county businesses are not warranted. The conclusions from the survey appropriately apply only to the businesses that responded.

Without a telephone follow-up of nonrespondents, precluded by time and cost constraints, we cannot know in what other ways the respondents may have differed from the nonrespondents. It was hoped that Chamber of Commerce sponsorship (the questionnaires were mailed in Chamber envelopes with a Chamber cover letter) would elicit a higher response. One can conjecture that the sampling of business locations, which included individual sites of larger multilocation firms, might have had a

dampening effect. A small branch location might have interpreted the questionnaire as more appropriate for central office completion. Small businesses (90 percent of the sample had fewer than ten employees) might not have immediately seen the relevance of the survey to their needs. This interpretation is supported by the finding that more large companies and fewer small companies responded than would have been expected by chance.

Findings

In this section, the major findings of the survey will be highlighted. Complete percentage distributions for each survey item are included in appended tables. Since not every respondent answered every question, and in some cases respondents may have provided more than one response to a question, the number of responses (N) for a given question may differ from the total number of respondents (182).

Existing Educational and Training Activities

Nearly three of every five respondents indicated that their employees had participated in some form of formal education or training within the last year. Most training was done out-of-house, as only 37 percent of the respondents had formal in-house training programs. Over three-fifths of the respondents indicated a willingness to financially support employee professional development, primarily through reimbursing employees who complete courses. Twenty-five respondents (14 percent) indicated a willingness to pay for employee training through a contract arrangement.

Types of Training Needed

Employee skills most in need of improvement were oral communications, interpersonal relations, and writing. A majority of the respondents indicated a strong need for training in each of these areas. Over a third of the respondents indicated a strong need for training in microcomputer usage and word processing. The mean rating for each type of employee development, based on a five-point scale (from 1 signifying not needed to 5 for strongest need), were as follows:

Mean Ratings of Employee Development Needs

Oral communications skills	3.7
Interpersonal relations	3.6
Writing skills	3.4
Microcomputer skills	2.9
Word processing skills	2.8

Training in collections and accounts receivable was strongly needed by two of every five respondents. Developing marketing and business plans, and training in general business accounting, were items of strong interest to over a third of the respondents. Three in ten expressed a strong need for updated training in personnel/hiring law and business tax law. Only four percent felt a strong need for instruction in import/export procedures. Mean ratings for these management-oriented training areas were as follows:

Mean Ratings of Management Training Needs

Collections/accounts receivable	3.0
Designing marketing plans	3.0
General business accounting	2.9
Developing a business plan	2.8
Personnel/hiring law	2.8
Business tax law	2.7
Import/export procedures	1.4

Desired Characteristics of Future Training

The format for training most favored by the respondents was open-enrollment courses offered weekday evenings at existing college campuses or centers. The respondents did not reveal a strong preference for credit versus noncredit coursework. While 46 percent indicated some form of noncredit training was preferable, 27 percent favored credit classes with the remaining 27 percent having no preference either way. Eighteen percent of the respondents favored courses specifically tailored to their needs (as opposed to open-enrollment courses); nine percent preferred courses delivered on-site at their place of business. Fifty-seven percent preferred courses offered on weekday evenings. The next most popular time was Saturday mornings, checked by 21 percent.

Contingency Table Analysis

Several crosstabulations were performed to see if respondent answers varied systematically by firm size, industry classification, or other variables. For most questions, no relationships were found. However, businesses that had formal in-house training programs were more likely than those that didn't to express needs for employee development in interpersonal relations, oral and written communication skills, personnel law, and development of marketing plans. Larger firms expressed a stronger need for microcomputer training than those with fewer employees.

Responses to Open-ended Questions

Respondents were asked to indicate how local educational institutions could help them improve their business performance, in terms of specific training or (more generally) the education provided college graduates in their employ. A complete listing of employer comments is appended, but several themes stood out. Basic reading, writing, and speaking skills were mentioned repeatedly, as needed and lacking in many job applicants. Also mentioned frequently was development of a "work ethic," with punctuality, motivation, proper dress and attitude, and willingness to work hard specifically cited. Customer relations, dealing with the public, and other interpersonal relations skills were areas of concern common to many respondents. Finally, several employers argued for more practical experience and less "theory" in the curriculum.

Summary

A total of 182 Prince George's County business establishments responded to a survey to assess local business educational and training needs. The survey, a collaborative project between the Prince George's Chamber of Commerce, University of Maryland University College, and Prince George's Community College, discovered a diverse set of respondent needs and preferences for training. However, several patterns emerged from the analysis:

Employee training is valued by county businesspeople. Nearly three-fifths of the responding firms said their employees had participated in formal training programs during the previous year; over a third of the respondents had formal in-house training programs. Over half said they would financially support employee professional development.

Employee skills most in need of improvement were oral and written communication and interpersonal relations. Written comments expressed a desire for greater commitment to the "work ethic" among new employees.

Over a third of the respondents expressed a need for improvement in collections/accounts receivable, developing marketing and business plans, and general accounting.

Most respondents preferred open enrollment courses offered at existing college locations, with weekday evenings and Saturday mornings the more popular times. A few (less than a fifth) were interested in courses specifically designed for their needs, offered at their

place of business. Only a fourth of the respondents indicated college credit was important, with nearly half preferring noncredit courses and the rest not having a preference.

Based on the responses of this limited sample of county businesses, it appears that the community college is currently well positioned to continue to meet local employee training needs. PGCC has credit and noncredit open enrollment courses in most of the subject areas mentioned by the respondents, taught in formats in accord with respondent preferences. In addition, the college's contract training (courses tailored to the needs of individual businesses) has been among the fastest growing components at PGCC. Enrollment in contract training increased fivefold over the FY81-FY87 period. To a large degree, the survey has confirmed that the community college's offerings are attuned to the needs of county businesses.

Craig A. Clagett
Director
Institutional Research and Analysis

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PRINCE GEORGE'S COMMUNITY COLLEGE
Office of Institutional Research and Analysis

SURVEY OF COUNTY BUSINESSES
October 1987

RESPONDENT CHARACTERISTICS

Industrial Classification

Services	47.4%	
Health/medical services	10.4	
Business services	8.7	
Personal services	7.5	
Engineering/architectural	2.9	
Legal services	2.9	
Miscellaneous services	15.0	
Construction	14.5%	
Retail	13.9	
Finance/insurance/real estate	7.5	
Manufacturing	5.8	
Wholesaling/distribution	4.6	
Landscaping/veterinary services	3.4	
Transportation	2.9	N = 173

Number of Employees

Less than ten	45.0%	
Ten to fifty	38.3	
More than fifty	16.7	N = 180

Length of Time in Prince George's County

More than eight years	67.2%	
Two to eight years	31.1	
Less than two years	1.7	N = 180

Location

North of Central Avenue	61.8%	
Inside beltway	36.4	
Outside beltway	25.4	
South of Central Avenue	38.2%	
Inside beltway	22.6	
Outside beltway	15.6	N = 173

PRINCE GEORGE'S COMMUNITY COLLEGE
Office of Institutional Research and Analysis

SURVEY OF COUNTY BUSINESSES
October 1987

EXISTING EDUCATIONAL/TRAINING ACTIVITIES

Employees: Any Formal Education/Training within Last Year?

Yes, employees participated in formal education/training	58.8%	
No	28.8	
Not sure/don't know	12.4	N = 177

Currently Have Formal In-house Training Program?

Yes, have in-house training	37.1%	
No in-house training program	62.9	N = 178

Financially Support Employee Professional Development?

Yes, reimburse employees	50.3%	
Yes, through contract arrangement	14.0	
No	10.1	
Not sure/no opinion	25.6	N = 179

TYPES OF TRAINING NEEDED
(Percent of Respondents Indicating Strong Need)

General Business Management

Collections/accts. receivable	**39.4%**	N = 170
Designing marketing plans	36.0	N = 172
Developing a business plan	35.9	N = 170
General business accounting	35.3	N = 170
Personnel/hiring laws	32.4	N = 170
Business tax law	29.2	N = 171
Import/export procedures	4.2	N = 165

Employee Development

Oral communication skills	**65.1%**	N = 175
Interpersonal relations	62.5	N = 176
Writing skills	53.4	N = 174
Microcomputer skills	41.4	N = 169
Word processing skills	34.1	N = 173

PRINCE GEORGE'S COMMUNITY COLLEGE
Office of Institutional Research and Analysis

SURVEY OF COUNTY BUSINESSES
October 1987

FUTURE TRAINING: DESIRED CHARACTERISTICS
(Percent of Total Responses--Multiple Responses Possible)

Course Format

Open enrollment	**64.4%**	
Courses tailored to my needs	17.8	
Not sure/no opinion	17.8	N = 174

Course Credit

Noncredit courses with CEUs	**28.0%**	
Credit courses	27.0	
Noncredit, no formal recognition	18.0	
Not sure/no opinion	27.0	N = 189

Course Location

College campus or center	**72.5%**	
On-site at place of business	9.3	
Not sure/no opinion	18.2	N = 182

Course Scheduling

Weekday evenings	**56.9%**	
Saturday mornings	20.8	
Weekdayday mornings	9.4	
Weekday afternoons	7.4	
Other	5.5	N = 202

9827 CENTRAL AVENUE
LARGO, MARYLAND 20772
(301) 350-7300

October 6, 1987

Dear Business Person:

The Prince George's Chamber of Commerce, The University of Maryland University College, and Prince George's Community College are in the process of conducting a survey to assess the educational and training needs of the county's business community and how we may better serve you. Your participation is essential if we are to design programs that will be beneficial to you, your employees and your overall productivity.

The information supplied will be kept confidential and will be used only by the organizations named for the purpose of program development. Thank you for your participation and cooperation. We look forward to hearing from you.

Sincerely,

Kathleen T. Snyder

Kathleen T. Snyder
Executive Vice President

Enclosure

PRINCE GEORGE'S CHAMBER OF COMMERCE

SURVEY OF COUNTY BUSINESSES

The Chamber of Commerce, in collaboration with Prince George's Community College and the University of Maryland University College, is interested in learning how it can better serve your training and professional development needs. Please help us by answering the following questions; all answers will be kept confidential and used only for program development.

A. Listed below are several types of training. Please indicate how strongly each is needed by your business and its employees by circling the appropriate number (the higher the number, the stronger the need):

	Not needed		Moderate		Strong need
General business management					
Developing a business plan:	1	2	3	4	5
Designing marketing plans:	1	2	3	4	5
Business tax law:	1	2	3	4	5
Personnel/hiring laws:	1	2	3	4	5
Collections/accounts receivable:	1	2	3	4	5
General business accounting:	1	2	3	4	5
Import/export procedures:	1	2	3	4	5
Employee development					
Writing skills:	1	2	3	4	5
Oral communication skills:	1	2	3	4	5
Word processing skills:	1	2	3	4	5
Microcomputer skills:	1	2	3	4	5
Interpersonal relations:	1	2	3	4	5

B. Whether included in the above list or not, please describe the kind of training <u>most needed</u> by your employees or yourself in terms of subject matter and level:

_____

_____

C. How many employees would you encourage to participate in further education or training opportunities? _____

D. Would you want your employee training to be in the form of courses creditable toward a degree, noncredit courses awarding continuing education units (CEU's), or noncredit courses without formal recognition of completion? (Circle the number of your choice.)

1. **Credit courses.**
2. **Noncredit courses with CEU's.**
3. **Noncredit courses without formal recognition.**
4. **Not sure/no opinion.**

E. Will you financially support employee professional development?

1. **Yes, by paying for it through a contract arrangement.**
2. **Yes, by reimbursing employees who complete courses.**
3. **No.**
4. **Not sure/no opinion.**

F. Would you prefer courses specifically tailored to and taught exclusively to your employees (as opposed to simply being made aware of educational and training opportunities available on an open enrollment basis)?

1. **Yes, I prefer courses specific to my employees.**
2. **No, just inform me of available open enrollment courses.**
3. **Not sure/no opinion.**

G. Would you prefer instruction to be delivered on-site at your place of business, or at a nearby college campus or extension center?

1. On-site.
2. Existing college campus or center.
3. Not sure/no opinion.

H. When would be the best time for instruction?

1. Weekday mornings.
2. Weekday afternoons.
3. Weekday evenings.
4. Saturday mornings.
5. Other (please specify): _____

I. Would you like to be contacted for further discussion of your educational and training needs?

1. Yes Name of contact person: _____
   Phone number: _____
2. No

J. How long have you operated in Prince George's County?

1. Less than 2 years.
2. 2 to 8 years.
3. More than 8 years.

K. What is the zip code of this site? _ _ _ _ _

L. How many employees do you have at this site? _____

M. What is the nature of your business (general industrial classification) ? _____

N. Do you currently have any formal in-house training programs?

1. Yes.
2. No.

O. Have any of your employees attended any formal educational or training programs within the last year?

1. Yes

If yes, (a) Please specify where: _____

(b) What topics were covered? _____

2. No.
3. Not sure/don't know.

P. In general, how could the education of any recent college graduates in your employ have been improved?

_____

_____

¤No recent college grads employed.

Q. What can local educational institutions do to improve the performance of your workforce or help you operate your business more effectively?

_____

_____

_____

_____

Thank you for your participation in this survey. Please return the completed questionnaire in the prepaid envelope provided or mail to: Office of Research and Analysis, Prince George's Community College, 301 Largo Road, Largo, MD 20772.

Whether included in the above list or not, please describe the kind of training most needed by your employees or yourself in terms of subject matter and level.

- All Communication skills - oral and written
- Basic Intermediate and Advanced Management/Supervisory skills
- Management skills such as communication, delegation, etc.
- Management-Computer
- Business telephone use/manners
- Cosmetology
- Dental health related
- Work habits
- Reading, writing, communication skills, organization skills
- Accounting and bookkeeping skills
- Designing marketing plans, writing skills, oral communication, interpersonal skills.
- Training in the area of financial management and the new tax law.
- Business tax.
- Training in the proper way to address the public and politeness and willingness to be of service to our clientele.
- Basic responsibility.
- Import of stone/marble - knowledgeable; however, long process. Accounts receivable - new techniques.
- Ability to conduct a professional interview and how to effectively interact with people.
- Personal development/self-esteem, etc.
- 1) Basic computer operation know-how 2) Speaking, writing, dealing with public.
- Long range planning and goals with respect to budgeting.
- Supervisory Training to convert a technical person into a management person.
- Marketing
- Employee motivation; marketing and advertising.
- Marketing
- We have good personnel. I understand there is a shortage of dental personnel.
- Accountability; Health Awareness; Public Relations

- Interpersonal relationships - direct and telephonic.
- Technical photographic training and general management skills.
- I have no employees. My training consists of professional workshops, seminars, etc.
- The thinking pattern of a person which is hard to teach. I need people who "care"!
- Surveying - basic and higher levels; Management training
- Business planning and implementation - follow from job bidding through delivery of product.
- Interpersonal relations; correct grammar in speech and writing.
- Business Plan
- Willing to work long hours.
- Basic office skills
- General office skills and polite, courteous manner in dealing with patients.
- General skills in completing forms for employment, insurance, etc.
- Communication - how to write, express yourself clearly to others.
- Carpentry skills
- Three major areas - marketing/sales, micro computer use, and general management
- Knowledge of computer applications in various fields
- Work habits
- Computer use
- Support services
- Sales of Real Estate - Basic, intermediate and experienced.
- How to survive as business people in the most repressive, inhospitable climate I have ever seen a county to provide to business.
- Basic reading/writing/math skills; language skills - (# of Asian employees)
- We are semi retired and hire no help
- Oral Communication/ General Business
- Photography and portraiture
- Forecasting trends, networking and how to establish business contacts, time management.
- Knowledge of personnel policies and hiring and firing laws

- Computer and networking skills
- Basic trades skills courses - electrical, carpentry, cabinetmaking, hands on supervision training & management training.
- Marketing and verbal skills
- Word processing - advanced
- Oral communication skills, interpersonal relations
- Practical training at future work sites while still at school
- Our business system, language skills, writing skills, all at minimum of high school level.
- N/A
- Basics in Management
- Short programs in dental assisting of 3 - 4 months duration.
- none
- Industrial Management; Transportation Management.
- How to take phone calls.
- Specific vocational,Management development, executive development.
- Communication
- Self starting skills (personal motivation). Applicable tax law consultation.
- Business planning and marketing; oral communication. (Should include time management and goal setting)
- Dealing with other people
- Training in supervision, business administration.
- Sales-client relationship - develop product need and benefit for customer.
- Interpersonal skills and basic business principles to a high degree
- Insurance courses
- Basic math and English
- Labor skills
- Development of a work ethic!
- Emphasis on customer satisfaction
- A sound background in basic math and good oral and written communication skills
- Writing and communication skills

- Training regarding Marketing versus Selling of Real Estate and the need for professionalism in this career.
- Interpersonal relationship
- 1) Prefer graduate or Registered Nurse 2) Would accept Medical Secretarial type
- General Business and Inter-personal skills
- Dependability, responsibility, promptness, accuracy, functional math and English
- Vocational training in cabinetmaking/millwork
- Must be able to express the service we provide.
- Courses in English as a 1st language, acceptable cultural practices in USA, GED, train immigrants to live/work in USA.
- Giving leather craft demo's to schools, hospital, scouts, churches, etc.
- Work ethic
- Data processing
- All aspects of General Business Management is needed starting at the Basic Level on up.
- Time management
- Dental assisting; Dental hygiene
- Communication
- Business logic (general), communication skills
- Salesperson/customer relationship
- Writing skills and interpersonal relations
- Communications with business contacts and the general public. Math skills are generally lacking in more students.
- CEU's in specialty
- Code class (National electric code)
- Electronics, computer programming
- Sales skills, interpersonal
- Interpersonal skills - management level; supervisory skills - management level.
- County and state business laws
- None
- Customer service, sales technique

- High school and early college level personal and business development courses.
- Small business accounting/management
- Sales training, personal finance, human relations
- Job related skills - dental/surgical assisting skills
- Student retention, teacher-student relationships
- Wide range of subjects would be helpful
- Design marketing plans, oral communication skills
- Business insurance for the small business owner. This has not been available locally for 10 years.
- Communication
- Salesmanship and public or customer relations, small business administration.
- Business tax/accounting
- Customer relations, basic concept of how free enterprise works
- Management/responsibility
- Command of the English language
- Ability to communicate effectively
- Union negotiations, estimating
- Use of computers in a small business setting
- Marketing and interpersonal relations
- Dental x-rays
- Oral & written communication, typing, selling, accounting, business mgmt.
- Basic real estate appraisal application courses
- Legal training for attorneys & secretaries; management; accounting; secretarial/word processing/data processing; paralegal; receptionist; research; writing
- Instill work ethic: punctuality, appearance, do the best job you can regardless of what it is. Train to be professional
- Working with the public--thinking quickly on your feet.
- Soil & concrete.
- Basic management and supervisory skills.

What can local educational institutions do to improve the performance of your work force or help you operate your business more effectively?

- Offer continuing education courses.
- I think educ institutions are doing their jobs. Most difficult barrier is proving the benefit of training, that in the long run it is cost effective
- Most difficult barrier-proving the benefit training-long run cost-effective
- Again-management resources available
- Need to be taught-when employed they are there to work
- Better understanding of business environment; basics in business education are not being adequately taught.
- Improve basic education skills
- Prepare students for work not book learning
- Research/co-op; library access; part time employee pool
- How to apply for job; responsibility to employer and job; how to dress for interview
- Continue to offer the types of courses that allow individuals to develop business skills and interpersonal relations skills.
- Further training in the area of accounting and the new tax law would be a tremendous help to this local church.
- By advertising only.
- Make more courses available at neighborhood schools rather than Largo or other campuses requiring transportation.
- Teach "basic-basic" education to build skills on as the individual advances through their career and life.
- By having more people involved in the restaurant industry.
- They seem to be doing a good job for us.
- More emphasis on interpersonal skills (communication,effective listening, motivation) and need for planning and change. Less on law and accounting - professionals needed to do that stuff anyway!
- Put together the people who want to work (and who are studying work) with the organizations that hire that type of person, once trained.
- Offer courses related to the needs of the business community and be extremely careful in the selection/qualifications of those that teach those courses.
- Teach common sense; apply mind to work place, not other interests.
- Technical Assistance in proposal writing. Marketing assistance - internships.

- We have no problem. I understand there is a shortage of dental assistants. Maybe due to fear of Aids and Herpes, and Hepatitis. Maybe due to low pay.
- Place students in either classroom situations or actual "intern" work places. Life and working isn't as easy as the classroom tends to indicate.
- At the pre-college, and college, levels deal with basic and employment related skills.
- Encourage people (Advertising?) to utilize opportunities already available.
- Maintain qualified teaching staff (full or part-time) and develop technical industry training and people management education.
- Most county employees have Prime Cable or Metrovision. Would it be possible to put these programs on public access?
- Teach tenants to be responsible for themselves.
- Help with research, consultation.
- Teach plumbing trade.
- Sales skills; public speaking; time management.
- I attend Charles Community College because I now live in Charles County. I prefer PGCC because it's near work. However, I don't because of increased costs.
- Educate the population as a whole - general living skills tend to be poor!
- Give students more practical experience in the work place.
- Instill work ethic necessary for success of employees
- Offer continuing education courses useful to people in a business environment. Interpersonal skills, management, micro computer classes, data base management.
- Offer required students to complete internships or part of their accredited course work. Also assist us in developing an intern program to meet their needs.
- Do not award degrees unless the people can demonstrate an acceptable level or competency in English and Math, no matter what the degree is.
- Doing OK now.
- More classes in Real Estate Industry
- The County is hopeless! Inept, incompetent, bureaucratic, insensitive, no sense of contributions made by commerce and how stifling they are.
- Courses on work ethic, communications, financial management, the family.
- Provide medium whereby builders, government, developers, realtors could get to know the system - thereby increasing business & provide alternate outlet.

- How to communicate. How to relate their work to a larger scope and be interested in it - not as much at our center as for the general work force we come in contact with.
- Stop the management farce. Every new graduate we have seen is all ready to manage something.
- Keep me constantly up to date on Business oriented and trade oriented classes
- By teaching the basics of business; selling, accounting and personnel.
- 3 R's
- Increase availability for training in various management skills.
- Students need more practical experience.
- Improve communication skills, improve and increase courses in marketing and production
- Offer a Mortuary Science Program in a closer proximity
- Placement Service
- Somehow make a available information/instruction on changes/advances in laws/procedures/technology relating to small business management - in a time-concise format.
- Instruction in planning for success and all levels of communication. Also, self marketing techniques.
- ?
- Send us more students or recent grads
- Development of a good work ethic and the realism that no work = no job. Nine out of ten new hires quit or get fires because they do not realize performance = job stability.
- Have students contact potential employers during their final year of school - not after graduating!!!
- Enforce higher standards of basic education. Require students to take fewer elective and more required courses.
- Keep offering a variety of non-credit and credit courses.
- Local institutions could make the work force aware that local basic and principle courses only prepare for licensure not for a career in Marketing Real Estate for Sale.
- Presently none - But there is a severe Nursing shortage.
- Only give diplomas to those who really know the subject matter, no social promotions.

- Basic skills; i.e., Math, Spelling, Typing, etc.
- Address problems (i.e., literacy, cultural practices) inherent with influx of aliens.
- Elementary Reading, Writing, Math skills
- More emphasis on time management skills, local geography, communication skills.
- I need trained dental assistants and can find none! (Also dental hygienists) Our practice cannot expand without these employees.
- Improve the above skills
- No opinion.
- Not sure
- With well educated graduates.
- More practical application should be taught as opposed to all theoretical training.
- If my employees knew the electrical code before they do the work, they wouldn't make as many errors in the field and this will keep cost down.
- See employee development (A)
- Concentrate more on professional attitude - dress and behavior (on the high school level)
- Subjects taught at a more reasonable cost.
- Offer more retailing courses at the store level instead of real estate of wholesale levels - more fashion merchandising.
- Provide meaningful practical courses on management, public relations, communication skills, basic business operating skills & procedures.
- Recognize the cosmetology industry and the teachers of that industry.It requires a lot of schooling to teach cosmetology. It is not a job but a career. It has many career opportunities in it not just styling hair.
- Various short courses
- Train dental assistants. There is a critical shortage in PG county. There is a great need for a qualified business manager and practice administrators formally trained.
- Check # B
- Implement training programs as indicated in this survey.
- Convenient hours and locations
- Set higher parameters for graduation requirements

- Start teaching methods for returning value in exchange for compensation.
- Teach kids to spell and write letters
- Graduate people who can speak and think clearly and who are flexible in their ability to learn
- We are required to attend 40 hrs of continuing ed courses annually to maintain our CPA license. Any course offerings would have to comply with state and national criteria in order for us to get credit.
- Management courses
- Concentrate more on basic education and science. It's a technical world we live in. Community colleges should concentrate on education for the service industry. Do your own research - study the want ads.
- More practical courses.
- Provide up to date information for new regulations and/or paperwork affecting the appraisal of real estate so we can provide current, accurate reports to our clients.
- Don't know
- Make sure your graduates can write well, speak well, and have good work habits. We can teach them our business if they have the basic skills and proper attitude.
- (1) Sitting for WACEL & NCI exams. (2)Practical involvement. (3) Attending related courses.
- Not sure at this time.

In general, how could the education of any recent college graduates in your employ have been improved?

More practical application of skills such as co-op program, internship, etc.

More practical application of skills (co-op program, internship, etc.

Knowing resources; i.e. management available.

Interpersonal skills, integration, individual into team.

Evening courses.

On the job experience.

English skills.

Writing skills.

By being more aware of interpersonal contacts and responsibilities.

Co-op program or work in the industry they prefer during their summers out of school.

not sure.

Marketing Assistance.

This is difficult to assess. Perhaps, more areas of concentration, more realistic experiences in course work, better preparation of students, especially younger ones, for the real world.

Basic skills: reading, writing, arithmetic.

Understanding and using language skills.

More actual experience.

Communications.

More practical experience.

How to fit into the small business system.

Have more exposure to computers.

Broaden knowledge of specific subject areas.

Workshops -practical applications experience.

Not sure.

More practical experience is required.

More concentration on the Basics. More concentration on skills that are less theoretical and more practical; i.e., more hard core graphics arts training.

More writing and oral communication skills.

N/A

Better communications skills and a broader overview of managerial needs.

On the job training.

Common sense business operation. General negotiation experience.

Awareness that academic achievements are a tool to be applied/learned; NOT credentials of expertise.

Development of a good work ethic!

A more realistic approach - Internships - Volunteer work - Special civic projects

They don't seem to be able to write a basic paragraph and their speaking ability is terrible.

It would enhance their ability to become more adept in closing their transactions in a professional manner.

Basic knowledge of how to work with the public.

N/A

Writing and oral skills.

No opinion as yet.

Time management - communication skills - anything else that can prepare these people for the real world.

Writing skills.

N/A

More practical skills involved in day to day operations.

More of our business, specifically related topics.

N/A

Improve writing/speaking skills and mathematics.

Yes - more emphasis on human relations.

Better attitude toward the work environment and better communication skills.

By insuring that they know grammar - (spelling, writing skills) & public speaking.

See Q below.

N/A

N/A

Graduates need to develop a professional career-oriented attitude. If you want to succeed, treat each position as more than just a job.

Practical involvement.

Writing skills. Interpersonal.

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